

The Midsomer Norton Schools Partnership

St John’s CofE Primary school Pupil Premium Report 2020-21



September 2020

**Pupil Premium strategy statement St John’s CofE Primary School**

|  |
| --- |
| **1. Summary information** |
| **School** | St John’s CofE Primary School |
| **Academic Year** | 2020/21 | **Total PP budget** | **£51000** | **Date of most recent PP Review** | September 2019 |
| **Total number of pupils** | 441 | **Number of pupils eligible for PP** |  | **Date for next internal review of this strategy** | September 2021 |
| **Pupil premium numbers last three years/allocation of money** | **2017-2018** | £68,000 |  |  |
| **2018-2019** | £66,780 |  |  |
| **2019-2020** | £55 440  |  |  |
| **2020-2021** | £51000 |  |  |

|  |
| --- |
| **2. Current attainment**  |
| Based on March 2020 grades | Pupil progress scaled score (dis) | *Average scaled score* | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving in reading, writing and maths** |  |  |  |  |
| **% making progress in reading** | 80% at ARE |  |  |  |
| **% making progress in writing** | 60% at ARE |  |  |  |
| **% making progress in maths** | 80% at ARE |  |  |  |

|  |
| --- |
| **3. Barriers to future attainment (for pupils eligible for PP, including high ability)** |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
| **A.** | Low on entry starting points in levels of oracy in Reception is lower for PP pupils than for other pupils. This slows cohort progress in reading in Reception and Year 1. |
| **B.** | Children starting school with identified/unidentified special educational needs.  |
| **C.** |  Children with poor emotional and social development |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.** | Children with poor attendance and punctuality  |
| **E.** | Low exposure to high quality talk time in home environment |
| **4. Desired outcomes** |
|  | *Desired outcomes and how they will be measured* | *Success criteria/Evidence* |
| **A.** | Children make expected or better progress so that their attainment is in line with children from similar starting points.  | Children make measurable and quantifiable progress in reading, writing and maths across the year based on summative tests. PP children are at least in line with national PP ARE which is -  R - 76% W 78% M - 77% SPAG - 77% |
| **B.** | Improved oral and written language skills for PP pupils in EYFS and Key Stage One classes | ECAT and WELLCOMM assessments show good level of progress |
| **C.** | Year 1 PP pupils at ARE in phonics. | Pupils are engaged in additional phonics intervention and regular assessment demonstrates improvement.PP pupils to achieve in line with non PP at 90% at expected |
| **D.** | Increased attendance rates for pupils eligible for pupil premium  | PP pupils to attend at national averages of 96% |
| **E.** | Pupils to have similar opportunities/experiences during their time at primary school as those from more affluent areas | Pupil feedback case studies and parental feedback. |
| **F.** | PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result, PP pupils develop greater resilience and an ability to overcome difficulties. |  Children make progress in their social development as measured using Thrive and/or REST. This impacts on their attitudes towards academic challenges.  |

|  |
| --- |
| **5. Planned expenditure** |
| **Academic year** | **2020/21**  |
| The table below enables schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. |
|  |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
|  |  |  |  |  |  |
| PP children with identified Speech and Language needs are supported. | Weekly Speech Therapy support for identified children. 1:1 work and small groups. Assessments completed and reports written to support EHCP process and identification of targets for TAs to work on. | Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EFF) | Identified children make good progress from their starting points. Interventions support progress. Assessments show an increase from their baseline.  | SENDCO/SLIP | Ongoing |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| PP children with identified SEN needs receive appropriate support. | Referrals completed. Assessments completed and reports shared with parents and other agencies to support EHCPs.  | Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. (EFF) | Outside agencies assess identified children and targets are implemented. Parents are aware of the school’s concerns and reports are available to support progress.  | SENDCO | Assessment periods - three times per year |
| PP children receive appropriate support in developing their phonic knowledge | Precision teaching Targeted in class support | Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. (EFF)  | PP children will have the skills to read books at their level, accurately and fluently. Pupils are engaged in additional phonics intervention and regular assessment demonstrates improvement.PP pupils to achieve in line with non PP at 90% at expected | Literacy LeadClass Teachers | Assessment periods - three times per year |
| PP children are able to access all educational and residential visits. | Parents are made aware of the ability to use PP to pay for residential and educational visits | We are aware that over the past few years the cost of a residential visit has increased significantly.Outdoor Adventure Learning +4 (EEF) | 100% of PP children attend educational trips and visits.  | PP lead | Ongoing |
| Ensure appropriate support for children with emotional/behavioural needs. | Resources to support:ThriveREST/Jigsaw | Jigsaw is a whole school approach to teaching children about their social and emotional needs alongside personal and health issues. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. (EFF). | PP children make good progress in their social and emotional development as measured by Thrive.  | Wellbeing Team | Ongoing |
| Ensure that attendance of PP children is at least in line with non-PP children | Work closely with EWO and families to ensure that any barriers that pupils have are addressed. Golden Boot award for classes with 100% attendance encouraging all children to work together towards a team goal. | Research indicates that attendance improves when schools have a clear policy and procedures which allow for quick intervention with families. Increased attendance ensures access to learning and interventions.  | PP pupils to attend at national averages of 96% | HeadteacherPP lead | Ongoing |
| Effective use of classroom resources in order for PP children to fully access the curriculum.  | Audit resources according to needs.  | Digital Technology +4 (EEF)  | PP children report they are more able to access learning without distractions Barriers to learning aare overcome and PP children make marked progress.  | SENDCO | Ongoing |
| Enhance the range of reading materials made available for PP children to read at home and at school.  | Range of reading material used in class during small group and whole class reading lessons are high quality and offer enjoyment to a range of interests. Small group and whole class reading lessons follow a structured format ensuring that focus is on fluency at KS1 and comprehension skills when fluent.  | Reading comprehension strategies +6 (EEF)  | Pupil voice questionnaires show an increased engagement and enjoyment in PP childrenPlanning shows awareness of PP children and planning for their individual needsPP children have increased opportunities to read at school | Literacy lead | Ongoing |
| Ensure children’s learning is continued at home though homework activities which embed the fundamental skills for learning.  | Appropriate homework tasks set according to the needs of the child.Ensure any barriers to children completing homework are addressed rapidly. Completion of homework tasks are celebrated and shared in school.  | Homework +2 (EEF)Parental Involvement +3 (EEF) | Recall and application of basic skills and fundamentals is evident in children’s books | PP leadClass teachers | Ongoing |
| **Total budgeted cost** | £51,000 |

|  |
| --- |
| **6. Review of expenditure** |
| **Previous Academic Year** | **2019/20** |
| **i. Quality of teaching for all** |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**(and whether you will continue with this approach) | **Cost** |
| Close the gap between FSM pupils and Non- FSM pupils. | **Pupil Premium Champion**Monitor that the gap is closing rapidly by ensuring that effective strategies are implemented and that pupil progress is being closely monitored. Use appropriate strategies to support behaviour, safety, attendance and personal wellbeing of these pupils in order to close any gaps.EEF Likely impact on progress* Feedback (+8)
* Mastery Learning (+5)
* Meta-Cognition (e.g. Growth Mindset) (+7)
* Targeted Reading Comprehension (+6)
* Small Group Tuition (+4)
 | March 2020 data (so incomplete for the year)R - 80% at AREW - 60% at AREM - 80% at ARE | We will continue to have this role to monitor whole school progress, ensuring interventions are having an impact and are reviewed regularly.  | £19, 094 |
| Enhance children’s reading range and cultural capital through text explored and themes covered | **Guided reading books and reading CPD**EEF likely impact on progress* Reading comprehension strategies (+6)
 | These have been purchased. In performance management teachers are reporting that they are using a greater range and this is evidenced in monitoring. | We will continue to invest in children’s reading books to ensure that we are providing the highest quality reading environment. | £1400 |
| Provide reading books which are linked to phonics bug teaching (linked to letters and sounds) to ensure that children have a range of texts that they can access linked to the stage of phonics they are being taught. | **Phonics bug reading books**EEF likely impact on progress* Phonics (+4)
 | These have been purchased and are being used throughout Key stage one.Y2 baseline Sept 20202A: Phase 2: 15%Phase 3 and 4: 27%Phase 5: 58%2B: Phase 2: 15%Phase 3 and 4: 35%Phase 5: 50% | This year we will invest in the key stage reading books to ensure high quality text throughout the scheme. | £1338 |
| All staff are confident in implementing phonics bug as a resource for teaching phonicsChildren receive high quality phonics teaching, impacting on their fluency in reading | **CPD focused on early reading, phonics and the wider curriculum**EEF likely impact on progress* Meta-Cognition (understanding and ownership of learning + expectation) (+8)
* Mastery Learning (+5)
* Phonics (+4)
* Reading (+6)
 | Performance management reviews and monitoring show that all staff were confident in using this last year as a resource for teaching phonics.Y2 baseline Sept 20202A: Phase 2: 15%Phase 3 and 4: 27%Phase 5: 58%2B: Phase 2: 15%Phase 3 and 4: 35%Phase 5: 50% | Will use it as a resource, not the sole resource, this year ensuring there are a variety of techniques being used. New staff will be trained as required. | £1000 |
|  |  |  |  |  |

|  |
| --- |
| **ii. Targeted support** |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**(and whether you will continue with this approach) | **Cost** |
| PP children make rapid and sustained progress in all subjects over time from starting point |  **Intervention Teacher**Provide specialised reading and maths teaching for groups including targeted pupils, allowing pupils to be taught in smaller teaching groups for maths.EEF likely impact on progress* One to one (+5)
* Small Group Tuition (+4)
* Feedback (+8)
* One to one reading and Catchup (+5)
* Reducing Class size (maths) (+3)
* Parental Involvement (+3)
* EHink Homework Club (+2)
 | March 2020 data (so incomplete for the year)R - 80% at AREW - 60% at AREM - 80% at ARE | This year there will be a focus on Quality First Teaching, with Teachers and teaching assistants working together to provide an individualised curriculum for those that require it. | £22 740 |
| To raise attainment and close gaps in reading, writing and mathematics through providing interventions at the earliest opportunity. | **EYFS PP Teaching assistant**EEF likely impact on progress* Early Years Intervention (+5)
* TA support (+1)
* Targeted Reading Comprehension (+6)
* One to one support (+5)
* Small Group Tuition (+4)
* Training for TAs to support Mastery Learning (+5)
 | SIMS Data - EYFS specifically79.7% meeting GLD by March 2020 - incomplete year |  | £6481 |
| Individuals are provided with the resources they need to successfully access the curriculum | **Classroom resources to support learning*** To include: sit on wedge and desk privacy partition to improve concentration
* Numicon shapes to be included in maths box to aid maths learning in key stage two
* Headphones so that children can access Nessy programme.
 | These items have been purchased for individuals to successfully access the curriculum. | We will continue to provide individuals with the resources that they need to successfully access the curriculum. | £313.47 |
| **iii. Other approaches** |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**(and whether you will continue with this approach) | **Cost** |
| Trips and visits offered in order to broaden cultural capital and enable pupils to be exposed to and succeed in other areas outside the classroom. | **Trip Subsidies** | Majority of trips were cancelled due to COVID. Those that went ahead were evaluated by the EVC and Class Teacher as having been educational for all pupils, encouraging high aspirations.Parents offered discounts and payment schemes to help pay. | To continue this year. | **£1000** |
| Improved self confidence.Children feel ready for learning and are not pre occupied by not having the correct uniform. | **Uniform allowance** | Some families accessed this service - specifically our CP children. PTA have also set up a second hand uniform shop which sells the uniform at a discounted price. | To continue this year | **£500** |
|  |  | . |  |  |